

Laurens Elementary

301 Henry Street
Laurens, South Carolina 29360

Grades	PK-5 Elementary School	
Enrollment	598 Students	
Principal	Ferlondo J. Tullock	864-984-3067
Superintendent	Edgar C. Taylor, Ed.D.	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	23	73	11	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	No
2004	Good	Average	Yes
2005	Good	Unsatisfactory	Yes
2006	Average	Unsatisfactory	Yes

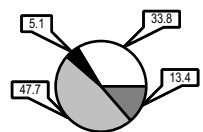
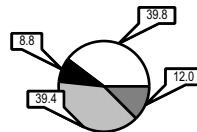
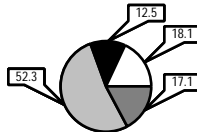
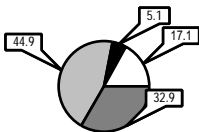
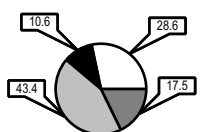
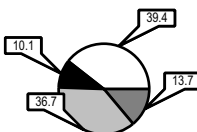
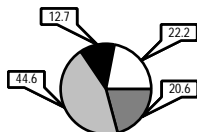
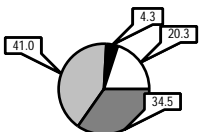
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	232	98.7	16.0	45.5	33.3	5.2	53.1	Yes	Yes
Gender									
Male	113	97.3	19.2	47.1	28.8	4.8	46.2	N/A	N/A
Female	119	100.0	12.8	44.0	37.6	5.5	59.6	N/A	N/A
Racial/Ethnic Group									
White	121	100.0	9.1	40.9	42.7	7.3	63.6	Yes	Yes
African American	102	98.0	24.2	52.6	22.1	1.1	38.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	205	99.5	12.0	46.4	35.9	5.7	57.3	N/A	N/A
Disabled	27	92.6	52.4	38.1	9.5	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	232	98.7	16.0	45.5	33.3	5.2	53.1	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	98.7	15.9	45.7	33.2	5.3	52.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	131	98.5	22.0	50.8	24.6	2.5	42.4	Yes	Yes
Full-pay meals	101	99.0	8.4	38.9	44.2	8.4	66.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	232	99.6	17.7	52.6	17.2	12.6	46.0	Yes	Yes
Gender									
Male	113	99.1	17.0	55.7	15.1	12.3	41.5	N/A	N/A
Female	119	100.0	18.3	49.5	19.3	12.8	50.5	N/A	N/A
Racial/Ethnic Group									
White	121	100.0	11.8	50.0	18.2	20.0	56.4	Yes	Yes
African American	102	99.0	25.0	56.3	14.6	4.2	32.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	205	100.0	13.5	53.9	18.7	14.0	49.7	N/A	N/A
Disabled	27	96.3	54.5	40.9	4.5	0.0	13.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	232	99.6	17.7	52.6	17.2	12.6	46.0	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	99.6	17.6	52.4	17.1	12.9	45.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	131	100.0	21.7	56.7	15.8	5.8	35.0	Yes	Yes
Full-pay meals	101	99.0	12.6	47.4	18.9	21.1	60.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	232	100.0	39.8	39.4	12.0	8.8	20.8
Gender							
Male	113	100.0	33.6	46.7	11.2	8.4	19.6
Female	119	100.0	45.9	32.1	12.8	9.2	22.0
Racial/Ethnic Group							
White	121	100.0	27.3	40.0	18.2	14.5	32.7
African American	102	100.0	54.6	39.2	3.1	3.1	6.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	205	100.0	37.8	38.9	13.5	9.8	23.3
Disabled	27	100.0	56.5	43.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	232	100.0	39.8	39.4	12.0	8.8	20.8
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	100.0	39.3	39.3	12.3	9.0	21.3
Socio-Economic Status							
Subsidized meals	131	100.0	46.7	43.3	8.3	1.7	10.0
Full-pay meals	101	100.0	31.3	34.4	16.7	17.7	34.4

Social Studies							
All Students	232	100.0	33.8	47.7	13.4	5.1	18.5
Gender							
Male	113	100.0	33.6	45.8	14.0	6.5	20.6
Female	119	100.0	33.9	49.5	12.8	3.7	16.5
Racial/Ethnic Group							
White	121	100.0	28.2	49.1	17.3	5.5	22.7
African American	102	100.0	40.2	48.5	8.2	3.1	11.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	205	100.0	31.1	48.2	15.0	5.7	20.7
Disabled	27	100.0	56.5	43.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	232	100.0	33.8	47.7	13.4	5.1	18.5
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	100.0	33.6	47.9	13.3	5.2	18.5
Socio-Economic Status							
Subsidized meals	131	100.0	41.7	47.5	9.2	1.7	10.8
Full-pay meals	101	100.0	24.0	47.9	18.8	9.4	28.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	89	100.0	3.7	25.9	55.6	14.8	70.4
	4	83	100.0	16.7	43.6	35.9	3.8	39.7
	5	88	100.0	28.2	42.4	28.2	1.2	29.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	97.3	19.7	40.9	36.4	3.0	39.4
	4	87	98.9	11.1	45.7	35.8	7.4	43.2
	5	71	100.0	18.2	50.0	27.3	4.5	31.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	89	100.0	7.4	59.3	22.2	11.1	33.3
	4	83	100.0	19.2	53.8	19.2	7.7	26.9
	5	88	100.0	15.3	47.1	15.3	22.4	37.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	98.6	19.4	49.3	22.4	9.0	31.3
	4	87	100.0	18.3	53.7	13.4	14.6	28.0
	5	71	100.0	15.2	54.5	16.7	13.6	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	89	100.0	32.1	43.2	19.8	4.9	24.7
	4	83	100.0	34.6	41.0	20.5	3.8	24.4
	5	88	100.0	35.3	35.3	18.8	10.6	29.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	100.0	39.7	44.1	14.7	1.5	16.2
	4	87	100.0	39.0	37.8	14.6	8.5	23.2
	5	71	100.0	40.9	36.4	6.1	16.7	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	89	100.0	13.6	59.3	16.0	11.1	27.2
	4	83	100.0	16.7	60.3	17.9	5.1	23.1
	5	88	100.0	36.5	49.4	14.1	0.0	14.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	100.0	30.9	44.1	19.1	5.9	25.0
	4	87	100.0	32.9	53.7	9.8	3.7	13.4
	5	71	100.0	37.9	43.9	12.1	6.1	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 598)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.4%	Down from 8.6%	3.0%	2.8%
Attendance rate	96.3%	Down from 96.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Up from 0.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Up from 0.0%	0.0%	0.0%
Eligible for gifted and talented	8.8%	Down from 12.8%	10.6%	10.4%
On academic plans	36.3%	N/AV	39.2%	33.6%
On academic probation	1.4%	N/AV	0.7%	1.0%
With disabilities other than speech	5.3%	Down from 6.9%	8.2%	7.5%
Older than usual for grade	5.2%	Up from 4.3%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	48.8%	Up from 47.6%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	10.3%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	3.0%	Up from 2.7%	0.0%	0.0%
Teachers returning from previous year	88.1%	Down from 88.9%	87.7%	87.3%
Teacher attendance rate	97.6%	Up from 94.4%	94.8%	94.9%
Average teacher salary	\$41,060	Up 2.4%	\$42,408	\$42,485
Prof. development days/teacher	29.0 days	Up from 14.5 days	14.0 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 16.8 to 1	18.4 to 1	18.6 to 1
Prime instructional time	86.1%	Down from 89.9%	89.4%	89.7%
Dollars spent per pupil*	\$5,776	Up 10.1%	\$6,332	\$6,557
Percent of expenditures for teacher salaries*	65.7%	Down from 68.4%	64.2%	64.0%
Percent of expenditures for instruction*	68.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.3%	Down from 94.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission at Laurens Elementary School is to develop productive, independent learners by providing a challenging and diverse education in a safe and supportive environment utilizing the entire community. We are a Title I school that offers parents a choice of educational settings: traditional (single-aged) and Montessori (multi-aged).

We continue to improve our instructional programs with the use of Thinking Maps, Balanced Literacy Program, Measures of Academic Progress (MAP), and Creating Excellence in Elementary Mathematics (CEEM). Our teachers participate in Early Release Day staff development to address curricular issues at the school and District level. Through the use of these programs we find that we are better prepared to meet District goals and State standards. We attribute much of our students' academic successes to instruction driven by MAP and PACT data.

Under the leadership of our Literacy Coach, our staff continues training through the South Carolina Reading Initiative (SCRI). Staff members meet weekly with the Literacy Coach and Math Coach to discuss useful trends and techniques in reading, writing, and math instruction.

Title I funds provide programs key to students' successes such as a Parenting Coordinator, Title I Facilitator, an additional Reading Recovery tutor, and additional classroom teachers in our lower grades to reduce class size. The Parenting Office strives to provide program and services such as Math and Reading Nights, school-wide Science Fair, Reading on the Greens, and holiday and special celebration luncheons that promote parental involvement. Parents are always welcome to visit the classrooms to experience first-hand what their children's day at Laurens Elementary involves. The Reading Recovery tutors provide individual and small group instruction to 1st grade students who are experiencing reading difficulties.

The continued successes of Laurens Elementary School are dependent on the involvement of all stakeholders: students, parents, teachers, and community members.

Ferlondo Tullock, Principal

Kay Henderson, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	69	50
Percent satisfied with learning environment	100.0%	89.7%	80.0%
Percent satisfied with social and physical environment	100.0%	88.4%	93.9%
Percent satisfied with school-home relations	87.5%	80.9%	89.4%

*Only students at the highest elementary school grade level at this school and their parents were included.